UF Herbert Wertheim College of Engineering
UNIVERSITY of FLORIDA

EGS 4034: ENGINEERING ETHICS AND PROFESSIONALISM FALL '25 SYLLABUS	
Instructor:	Rachel Frazier
Class Location & Hours:	Section GEN1 (12226) – Tuesdays, 11:45 AM - 12:35 PM Section GEN2 (12227) – Tuesdays, 12:50 PM - 1:40 PM Section GEN3 (12228) – Tuesdays, 1:55 PM - 2:45 PM Section GEN4 (12229) – Tuesdays, 3:00 PM - 3:50 PM Section GEN5 (12235) – Wednesdays, 11:45 AM - 12:35 PM Section GEN7 (12236) – Wednesdays, 12:50 PM - 1:40 PM Section GEN8 (21855) – Wednesdays, 1:55 PM - 2:45 PM
E-mail:	rmfrazier@eng.ufl.edu
Office Hours:	Thursdays, 1:00PM to 2:30PM via Zoom: https://ufl.zoom.us/j/4394996031 ***OR*** By Appointment Using this Link: **https://calendly.com/rmfrazier_gator/office_hours**
Student Graders	Rose Kiriazes, Ashlynn Walder, Ty Moore, Monica Harrell (E-mail tool in CANVAS)

COURSE DESCRIPTION & OBJECTIVES

Prerequisite: Interest/passion in discovering how engineering dilemmas can be turned into opportunities to make the world better.

Goal: To build awareness of ethical dilemmas and show approaches to how ethical decisions are made.

Course description:
Engineering Ethics and Professionalism is a unique course – unlike any you have taken. You will work in teams and act as though you are facing real-world problems. This is an experiential learning course, meaning you will learn the foundations of engineering ethics and professionalism, apply concepts to real-world problems, and reflect upon your experience.

What are Engineering Ethics?
The ***principles*** by which ***engineers ought to be guided***.
These principles are shaped by engineering leaders. ***You*** will participate as a ***leader*** during the course.
Engineers are ***visionaries*** – our actions make an impact on society, the environment, and the health, safety, and welfare of people. ***Engineering ethics*** is ***dynamic*** – it ***evolves*** with the ***growing understanding*** of the profession. ***Engineering leaders*** guide the course of action and make tough decisions in the face of ethical dilemmas. The ***best*** leaders search for the ***most ethical outcomes***.

What does this mean for me in this class?
You will work with your team and, as leaders, will collaboratively address engineering dilemmas each week. You will ***apply ethical frameworks*** to ***test*** different approaches to real world problems. You will learn to approach engineering dilemmas with the mindset to mitigate or eliminate negative impact on people and our universe. And you will learn to build ethical considerations into everyday engineering.

You will ***participate in workshops*** and ***develop professional skills*** that prepare you for your ***careers***. You will learn new approaches to answer tough questions and practice professionalism while ***tackling*** some of the ***greatest ethical challenges of today***.

What is the role of the instructor?
The role of the instructor is to ***guide*** you on your ***approach to solving ethical dilemmas***. To guide you, the instructor will ***ask questions*** about your ***assumptions***, about your ***decision-making process***, about your ***expected outcomes***, about anything that may pose a barrier, or obstacle, or hole, or opportunity, or ..... to your approach.

The instructor is ***not*** your team's ***mentor*** – the instructor will ***not*** tell you what to do.

The instructor is ***not*** a ***CEO, Director, Shareholder, leader or Stakeholder*** in your team – the instructor has no skin in your game and will not make decisions for your team.

Engineering Ethics and Professionalism is designed to ***simulate real world dilemmas***. It is dramatically different from the class culture most of you are familiar with.

Why work through ethical dilemmas in class?
So we can become more and more capable at ***solving problems through an ethical lens***. At times it can feel overwhelming, but in reality, it is designed to create ***reflective action in time- and cash-constrained environments***.

In this one credit-hour course, we have limited time together and you will be ***pushed, challenged, and questioned in the hope that you will learn quickly and adapt***. Engineering leaders communicate much differently than inside a classroom.

Class Culture: This class is run using a "flipped classroom." Instead of an instructor lecturing about the basics in front of the classroom, you will read lectures as homework assignments before coming to class. The beginning of the class will be devoted to reviewing topics of your homework reading assignments and answering your questions. The rest of the class will be devoted to ***you***:

you will participate in activities and workshops related to facing ethical dilemmas and building professional skills, you will reflect upon your decisions and the unexpected outcomes of real-world case examples, and you will demonstrate your ability to grasp concepts learned in Engineering Ethics & Professionalism.

Learning Objectives: You will learn concepts related to engineering ethics, both on an individual level and a team level. In addition, you will develop skills that will be valuable in future academic courses and engineering careers. Engineering Ethics and Professionalism introduces you to soft skills such as how to identify stakeholders that are most likely to be impacted by new engineering solutions, strategic thinking, active listening, and how

to present a compelling case.
This is an ***experiential learning opportunity***. By working on real world problems in class, you will learn to:

- critically analyze and evaluate the relationship between what you learn in class (this class and your previous courses) and real-world interactions with professionals, customers and leaders
- use academic knowledge in real-world contexts, specifically related to making ethical decisions
- identify and derive solutions to real-world engineering ethical dilemmas in ways that demonstrate awareness of the complexities of the situation

Team Organization: Most of this class is team-based. Class activities and presentations will be done in teams. The teams may be assigned by the instructor, but teams will establish individual roles on their own by allocating the tasks that need to be done.

Course Format: Engineering Ethics and Professionalism mimics an ***inverted classroom***, where students read course content each week before class and participate in activities related to those concepts in class. Class time is devoted to active learning methods that deepen your understanding of concepts and advance your foundation of skills. ***Read weekly concepts before class***. All course content is located on Canvas.

MATERIAL AND SUPPLY FEES

Not applicable

PROFESSIONAL COMPONENT (ABET)

This course prepares students with fundamental knowledge to professionally & successfully handle ethical/moral situations that might be encountered in engineering careers.

Relation to Program Outcomes (ABET)

Course Relevant Outcomes	Coverage
An ability to communicate effectively with a range of audiences	Medium
An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.	Medium
An ability to recognize the ongoing need for additional knowledge and locate, evaluate, integrate, and apply this knowledge appropriately.	Medium
An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty	Medium

- Students will have the improved ability to function on multidisciplinary teams.
- Students will have an understanding of professional and ethical responsibility.
- Students will have an improved ability to communicate effectively.
- Students will have the broad education necessary to better understand the impact of engineering solutions in a global/societal context.
- Students will have recognition of the need for and an ability to engage in lifelong learning.
- Students will have knowledge of contemporary issues.

COURSE MATERIALS

Course readings provide you with the foundational concepts explored in Engineering Ethics & Professionalism.

REQUIRED BOOKS AND READINGS
LinkedIn Learning Videos – Canvas has links; use your Gatorlink username and password to sign in
Fundamentals of Engineering Reference Handbook – found online by creating an account with the National Council of Examiners for Engineering and Surveying : https://ncees.org
Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values. Online Readings in Psychology and Culture, 2(1). https://doi.org/10.9707/2307-0919.1116

Course Supplemental Book:

Fleddermann, Charles B., Engineering Ethics, 2012, 4th Edition. ISBN: 978-013-214-5213.

This course is participating in UF All Access, which is a program designed to provide the most affordable option for materials to everyone in this course. The supplemental course material is Engineering Ethics by Fleddermann, 2012, 4th Edition (ISBN: 978-013-214-5213) and can be delivered digitally through aVital Source etext. To opt in to the program, please go to https://www.bsd.ufl.edu/G1C/bookstore/allaccess.asp. Should you feel you need additional print support, please contact the University Bookstore located in the Reitz Union. The text is also available either in hard copy or e-version formats, available through mypearsonstore.com Select the appropriate country and then enter the ISBN number for options.

Suggested Readings:

The material found in the Engineering Ethics & Professionalism Canvas course serves as a one stop source for information that every engineering student should at least view before graduating. Be sure to check out the Case Studies and Deep Dives. At the instructor's discretion, you may be required to read additional materials (such as articles) that will be posted and available electronically through the Canvas course website.

ARTICLES

AI Fairness Isn't Just an Ethical Issue, Satel, Greg, Abdel-Magied, Yassmin. United States: Harvard Business School Press, Harvard Business Review, October 2020. Accessible here: https://hbr.org/2020/10/ai-fairness-isnt-just-an-ethical-issue

When you Feel Pressured to Do the Wrong Thing at Work, Badaracco, Joseph L. Harvard Business Review Digital Articles. 11/2/2016, p2-4. 3p. Accessible through UF's business library: https://businesslibrary.uflib.ufl.edu/home

How to Build a Company That (Actually) Values Integrity, Chesnut, Robert. Harvard Business Review Digital Articles. 7/30/2020, p2-6. 5p. Accessible through UF's business library: https://businesslibrary.uflib.ufl.edu/home

How to Speak Up About Ethical Issues at Work, Gallo, Amy. Harvard Business Review Digital Articles. 6/4/2015, p2-7. 6p. Accessible through UF's business library: https://businesslibrary.uflib.ufl.edu/home

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BOOKS

Radical Candor. Kim Scott, 2019

Multipliers – How the Best Leaders Make Everyone Smarter. Liz Wiseman, 2017

The Five Disfunctions of a Team, Patrick Lencioni, 2002.

The 16 Types of Business Meetings (and Why They Matter), Elise Keith, 2017. Accessible at: https://blog.lucidmeetings.com/blog/16-types-of-business-meetings

Harris Jr., C.E., Pritchard, M.S., Rabins, M.J., *Engineering Ethics, Concepts, and Cases*: 4th edition (California: Wadsworth Learning, 2009).

Whitbeck, Caroline. *Ethics in Engineering – Practice and Research*: 2nd edition (Cambridge: Cambridge University Press, 2011).

McGinn, Robert, *The Ethical Engineer*: (Princeton University Press, 2018)

REALLY COOL PODCASTS

Chaos reigns at Twitter as Musk manages 'by whims': Chase Newton, Fresh Air with Terry Gross, aired December 8, 2022. https://www.npr.org/programs/fresh-air/2022/12/08/1141570283/fresh-air-for-dec-8-2022-tech-journalist-casey-newton-on-twitter?showDate=2022-12-08

Selected Podcasts from Examining Ethics, The Janet Prindle Institute for Ethics at DePauw University.
https://www.prindleinstitute.org/examining-ethics/

Canal Crisis with Jim Madison and Lee Hamilton. "This is a story of a failed transportation project that bankrupted the state of Indiana 200 years ago. We uncover the human suffering this canal system causes and the moral questions it raises."
https://www.prindleinstitute.org/podcast/canal-crisis/

Thinking about Trust with C. Thi Nguyen. "Philosopher C. Thi Nguyen explores the relationship of trust we form with the technology we use." Includes transcript of podcast.
https://www.prindleinstitute.org/podcast/trust-with-c-thi-nguyen/

Transparency is Surveillance: C. Thi Nguyen. "C. Thi Nguyen argues that while transparency might root out public corruption, it also has a sort of chilling effect on the work itself."
https://www.prindleinstitute.org/podcast/transparency-is-surveillance/

The Ethics of Giving with Shariq Siddiqui. "Philanthropy expert Shariq Ahmed Siddiqui joins us on the show today to explain that the ethics of giving is a lot more complicated than we think."
https://www.prindleinstitute.org/podcast/ethics-of-giving/

Kat Schrier: Using Games to Teach Ethics. "Games designer Kat Schrier joins the show to explain that ethics educators can use games to build deeply immersive and rewarding learning experiences."
https://www.prindleinstitute.org/podcast/using-games-to-teach-ethics/

The Authentic Encounter with Beth Benedix. "Beth Benedix joins the podcast to discuss how our encounters with each other and with the stories we tell affect the way we think through ethics."
https://www.prindleinstitute.org/podcast/authentic-encounter/
Exploring Intellectual Property Rights with Adam Moore. "We talk to philosopher Adam Moore to learn about some of the most important ethical issues related to intellectual property."
https://www.prindleinstitute.org/podcast/intellectual-property-rights/
The Art and Ethics of Listening with Krista Tippett. "Meaningful conversations require active listeners. Krista Tippett joins us to share her insight into the ethics of listening."
https://www.prindleinstitute.org/podcast/the-art-and-ethics-of-listening/

Frankenstein and His Creation: Who's the Real Monster?. "Frankenstein is a horror classic that explores the ethics of scientific and technological innovation–issues that we still struggle with today."
https://www.prindleinstitute.org/podcast/frankenstein/

Achievement Matters with Gwen Bradford. "What are achievements and how should we talk about them? Philosopher Gwen Bradford discusses the ethics of achievement on this episode of Examining Ethics."
https://www.prindleinstitute.org/podcast/achievement-matters/

Individuals vs. Groups: Lori Gruen and Martin Wilkinson. "Many of the biggest issues in ethics come down to a dispute between individuals and groups. We discuss how best to balance competing needs first with Lori Gruen and then with Martin Wilkinson."
https://www.prindleinstitute.org/podcast/individuals-vs-groups/

COURSE ATTENDANCE & PARTICIPATION

Regular class attendance and participation in class discussions is essential to this course. If a student needs to miss a class for any reason, contact the instructor as soon as possible. Students are responsible for completing all missed class assignments. Consequences and policies regarding late submissions are at the discretion of the instructor.

COURSE POLICIES & EXPECTATIONS

You will use your computers during class time, please be prepared to contribute to online fillable forms during regularly scheduled class meeting times. During teamwork and collaboration, you will use your computers to provide feedback to your peers and the instructor.

Mastery of Foundational Concepts: In lieu of traditional quizzes, Engineering Ethics and Professionalism provides students with competitive games to demonstrate their mastery of learning concepts. The games will be based on topics that students review online (flipped lectures and assigned readings), and students will compete both individually and in their teams.

Reflections: You will submit individual written and video recordings that give insight into your experience facing ethical decisions within the classroom. These forward- and backward-looking introspections are known as reflections. Reflections provide you an opportunity to analyze, reconsider and question your experience and decisions within a broad context of ethical issues and knowledge. This deepens your learning experience by increasing knowledge, developing skills, and clarifying perspectives related to engineering ethics and professionalism.

Extra Credit: At the discretion of the instructor, there may be opportunities for extra credit, especially relating to your engagement with resources and content outside the scope of the required readings and assignments.

The Engineering Leadership Institute (ELI) offers elective courses and credentials that help engineering students build valuable professional skills often missing from traditional engineering programs. We welcome students who take ownership of their learning and are committed to fully engaging with the course content and its real-world applications. So that everyone is on the same page, we've posted course expectations for students on our website. The instructors will review and discuss them in class at the start of the semester.

Use of AI: You are a student at this institution because you live in a free society that values intellectual freedom and the open exchange of ideas. You are here to learn, grow, and develop your own critical voice —not to copy or substitute others' work for your own understanding.

Students may use generative AI tools (such as ChatGPT, Claude, etc.) to enhance their learning and writing process, but must do so transparently, ethically, and responsibly. AI should serve as a collaborative tool to support brainstorming, idea generation, research assistance, grammar checking, and feedback on drafts, rather than as a replacement for critical thinking, original analysis, or authentic voice.

All AI use must be properly disclosed and cited, with students providing clear documentation of which tools were used, how they were employed, and what prompts generated the assistance. Students remain fully responsible for the accuracy, quality, and integrity of their submitted work, including any AI-generated content, and must be prepared to verify information, correct inaccuracies, and defend their own ideas.

Be aware of AI's significant limitations - AI frequently generates incorrect facts, numbers, and even fabricated citations that must be independently verified, while also potentially producing biased or incomplete information. Should the UF Student Conduct process find a student guilty of using AI to generate substantial portions of assignments, complete entire projects, or bypass the core learning objectives constitutes academic misconduct and will result in penalties ranging from assignment failure to course failure, depending on the severity of the violation.

If you choose to use *any* AI tool (e.g., Dall-E, ChatGPT, Jasper, Midjourney, Copilot, BingAI, etc.) in completing *any* of your work in this class, please note the following guidelines must be followed:

- Be aware of the limits of the AI tools. The results you get are very dependent on the prompts you use and how well you define those prompts. The info you receive may not be credited properly; it may omit sources of original content so you are responsible for citing the source of the original content. The numbers and facts you may get could be completely wrong so unless you can independently confirm the results through another source, do not trust that they are correct. You will be responsible for any incorrect numbers or facts you get from using the tool.

- AI is a tool and, as such, ***you must acknowledge that you used it in completing any work for the class***. For any assignment in which you use AI, you must give credit to the original content authors. You must also include a citation with a reference at the end of any assignment in which you used AI explaining how you used it and what prompts you used to get the results. Failure to do so may be considered a violation of academic honesty policy.

COURSE GRADING & ASSIGNMENTS

Grading: Your grade is predicated on your ability to ***demonstrate knowledge and apply concepts*** learned in Engineering Ethics & Professionalism. You will receive grades on team assignments and participation in classroom activities & games. Each assignment serves to assess your demonstration of understanding key concepts including ethical considerations, frameworks, dilemmas, etc. Your individual grade will be determined by adding up the points you accumulate from being present and engaged in classroom games and workshops, in addition to the points that your team earns on team assignments.

All assignments and reflections are due by Fridays at 5PM, dates indicated below. To receive scores and earn points on classroom activities and games, you must be present and you must participate.

Assignment Due Dates and Possible Points

Assignment	Due Date	Possible Points You can Earn
Team Grade: Team Ethical Case Analysis (50 points each – you will get a grade if you show up and if your analysis includes your weekly learnings/contributions.)	For All Sections – Fridays by 5PM 2/7, 2/21, 3/7, 3/14	200
Individual Grade: In Class Games (10 points each – you will acquire points for each game if you show up and *earn a score*, in other words, play the game)	TUESDAYS: 1/14, 1/21, 1/28, 2/4, 2/18, 3/4, 3/25, 4/1 OR WEDNESDAYS: 1/15, 1/22, 1/29, 2/5, 2/19, 3/5, 3/26, 4/2	80
Individual Grade: Assurance of Learning Games (10 points each, your grade will be the score you earn and you must show up to play)	TUESDAYS: 2/25, 4/15 OR WEDNESDAYS: 2/26, 4/16	20
Team Grade: Team Ethics Project – Final Deliverable, Last Hoorah	For All Sections – Wednesday by 5PM: 4/23	200
Team-Based Jeopardy (not graded, but you will not receive benefits if you are *un-excusably* absent during any of the three rounds)	**TUESDAYS: 2/11, 3/11** **OR WEDNESDAYS: 2/12, 3/12**	Bragging Rights
Total		**500**

Grading Policy:

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
88.0 - 89.9	A-	3.67
86.0 - 87.9	B+	3.33
81.0 – 85.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 77.9	C+	2.33
72.0 – 74.9	C	2.00

69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

CAMPUS WIDE POLICIES AND RESOURCES

We abide by all University of Florida Academic Policies. Rather than listing numerous standard policies within the syllabus, please review the following webpage containing all relevant policies and resources:

University of Florida Academic Policies and Resources

Accessible at: https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/
Last accessed 8/18/2025

COURSE CALENDAR

Week	Date	In Class Activities	After Class (Readings and Practice)
1	8/26-8/27	ETHICS IN THE REAL WORLD **Game 1: What I know before EGS 4034** **NCEES Sign Up**	Watch: Ethical Frameworks, LinkedIn Read: NSPE Ethics Reference Guide, pages 1-7 Read: NCEES Model Rules, pages 12, 13, 21, 22 Read: NSPE Code of Ethics for Engineers Read: VW Links
2	9/2-9/3	ETHICAL CONSIDERATIONS **Team Formation** **Game 2** **Bad Apples Workshop**	Read: A Framework for Making Ethical Decisions Read: Why Being an Ethical Engineer Matters **SCAVENGER HUNT** – Research outside of class
3	9/9-9/10	FRAMEWORK FOR MAKING ETHICAL DECISIONS **Game 3** **Problem Statement Workshop**	Read: An Overview of the Schwartz Theory of Basic Values Read: Taking Responsibility: The Citicorp Center. **SCAVENGER HUNT** – Research outside of class
4	9/16-9/17	ECOSYSTEM: WHO HAS A STAKE? WHAT ROLE DO THEY PLAY? **Game 4** **Stakeholder Analysis Workshop**	Read: Public Health Policy…Valuing Human Life Read: Fundamentals of Engineering Reference Handbook, Societal Considerations and Definition of Safety, pages 12, 13 **SCAVENGER HUNT** – Research outside of class **DUE FRIDAY 9/19 BY 5PM: CASE 1 ANALYSIS**
5	9/23-9/24	FACING AN ETHICAL DILEMMA – WHAT WILL YOU DECIDE? **Game 5** **Role Play Workshop**	**INSTRUCTOR FEEDBACK** Read: AI Fairness Isn't Just an Ethical Issue **SCAVENGER HUNT** – Research outside of class

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Week	Date	In Class Activities	After Class (Readings and Practice)
6	9/30-10/1	REVIEW KEY ENGINEERING ETHICS CONCEPTS **Round 1 of the Engineering Ethics & Jeopardy Cup**	Watch: Critical AI Incidents and Learning, LinkedIn Read: Atlantic Towers facial recognition software dilemma Read: MIT Stanford study showing error percentage in facial analysis tools **DUE FRIDAY 10/3 BY 5PM: CASE 2 ANALYSIS**
7	10/7-10/8	FACING AN ETHICAL DILEMMA – HOW DO YOU VALUE A HUMAN LIFE? **Game 6** **Valuing Human Life Workshop**	**ASSURANCE OF LEARNING** Read: What Do We Do About the Biases in AI? Read: How to Speak Up About Ethical Issues at Work **SCAVENGER HUNT** – Research outside of class
8	10/14-10/15	BUSINESS ETHICS **Game 7** **Two Bad Choices Workshop**	Watch: Ethics in Action, Decision Making Read: How to Build a Company that (Actually) Values Integrity **DUE FRIDAY 10/17 BY 5PM: CASE 3 ANALYSIS**
9	10/21-10/22	REVIEW KEY ENGINEERING ETHICS CONCEPTS **Double Jeopardy and Final Jeopardy**	**INSTRUCTOR FEEDBACK** Read: The Big Take (note TikTok's response: "no legal duty of care") Read: FE Handbook Intellectual Property section, pages 11, 12, 13 **DUE FRIDAY 10/24 BY 5PM: CASE 4 ANALYSIS**
10	10/28-10/29	APPLYING CONCEPTS TO CURRENT SITUATIONS: FINAL PROJECT PREP **Game 8** **What If? Workshop**	Read: Ethics is Freedom, Part I **SCAVENGER HUNT** – Research outside of class
11	11/4-11/5	APPLYING CONCEPTS TO CURRENT SITUATIONS: FINAL PROJECT PREP **Game 9** **Generate Ethical Solutions Workshop**	Read: Ethics is Freedom, Part II **SCAVENGER HUNT** – Research outside of class
12	11/11-11/12	**VETERAN'S DAY – NO CLASS MEETING** **ASYNCHRONOUS ASSURANCE OF LEARNING GAME 10: What I know after EGS 4034** **SCAVENGER HUNT** – Research outside of class	
13	11/18-11/19	**FINAL TEAM PRESENTATIONS: ETHICS PROJECT FINAL DELIVERABLES** **COURSE EVALUATIONS** **Please check for the course evaluations and provide candid and open feedback. Your feedback will be used to guide future Engineering Ethics & Professionalism courses.**	
14	11/25-11/26	**THANKSGIVING BREAK**	

Week	Date	In Class Activities	After Class (Readings and Practice)
15	12/2-12/3	**DUE by WEDNESDAY (12/3) 5PM: FINAL ETHICS PROJECT DELIVERABLE** **NO FINAL EXAM in EGS 4034** **COURSE EVALUATIONS** **Please check for the course evaluations and provide candid and open feedback. Your feedback will be used to guide future Engineering Ethics & Professionalism courses.**	

OFFICE HOURS AND EXTRAS

Day	Time	Location
Thursdays	1:00PM – 2:30PM	Zoom: https://ufl.zoom.us/j/4394996031

Need to talk to the instructor outside of regular Office Hours? Sign up here:
https://calendly.com/rmfrazier_gator/office_hours